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ABSTRACT

This digest summarizes the professional standards for accreditation of personnel preparation programs developed by seven organizations concerned with special education and related services. The seven organizations include the: American Occupational Therapy Association, American Physical Therapy Association, American Speech-Language-Hearing Association, Council for Exceptional Children, Council on Education of the Deaf, Council on Social Work Education, and National Association of School Psychologists. For each organization, seven categories of information are outlined: (1) eligibility of programs for accreditation; (2) curriculum (overall institutional, core curriculum, and other special requirements); (3) relationship to the world of practice (clinical and field-based experience, follow-up of graduates, and relationship with the field); (4) students (admission, monitoring, advisory services, exit criteria, multicultural groups, and persons with disabilities); (5) faculty (qualifications, faculty load, faculty development, and faculty evaluation); (6) governance (relationship of program to institution, authority/autonomy, structure and administration, and planning); and (7) resources (personnel, fiscal, facilities, library, equipment, and supplies). (JDD)

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Digest of Standards for the Accreditation of Personnel Preparation Programs of Nationally Recognized Special Education and Related Services Organizations

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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EC 301808

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PREFACE

These two notebooks:

1. **"Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services Issued by Regional Institutional Accrediting Bodies"**

and

2. **"Digest of Standards for the Accreditation of Personnel Preparation Programs of Nationally Recognized Special Education and Related Services Organizations"**

contain digests of the professional standards of thirteen organizations: the six Regional Institutional Accrediting Bodies and seven organizations concerned with special education and related services. These thirteen organizations have been identified by the National Clearinghouse for Professions in Special Education as those which have a direct bearing on the preparation of professional personnel who deliver services to children with handicaps.

After a preliminary analysis, the Clearinghouse staff developed an outline of seven major categories: Eligibility, Curriculum, Relationship to World of Practice, Students, Faculty, Governance, and Resources. Each organization standard was examined in relationship to this outline. Most items fit easily within the outline and were classified into its matrix. A few items were force-choiced into the closest item. Each standard was then cut-and-pasted into the outline format preserving original language and creating the profile or digest. Editing was limited to consistency and grammar. The profiles were sent to the respective organizations which validated and/or corrected items. The changes have been incorporated in the profiles in these books.

There is an overview sheet with each digest citing the specific name, address, and telephone number of the organization, and the title of the standards publication.

Seven Special Education and Related Services Organizations:

1. The American Occupational Therapy Association
2. American Physical Therapy Association
3. American Speech-Language-Hearing Association
4. The Council for Exceptional Children
5. Council on Education of the Deaf
6. Council on Social Work Education
7. National Association of School Psychologists

Six Regional Institutional Accrediting Bodies:

1. Middle States
   Commission on Higher Education
   Middle States Association of Colleges and Schools

2. New England
   Commission on Institutions of Higher Education
   New England Association of Schools and Colleges

3. North Central
   Commission on Institutions of Higher Education
   North Central Association of Colleges and Schools

4. Northwest
   Commission on Colleges
   Northwest Association of Schools and Colleges

5. Southern
   Commission on Colleges
   Southern Association of Colleges and Schools

6. Western
   Accrediting Commission for Community and Junior Colleges
   Western Association of Schools and Colleges

RELATED SERVICES ASSOCIATION
ACCREDITATION STANDARDS PROFILE

I. ELIGIBILITY

- o General
- o Relationship Between Accreditation and Certification

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- o Overall Institutional
- o Specialist Courses (Core Curriculum)
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VI. GOVERNANCE

- o Relationship of Program to Institution
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- o Structure and Administration
- o Planning

VII. RESOURCES

- o Personnel
- o Fiscal
- o Facilities
- o Library, Equipment, Supplies

NAME OF ACCREDITING ORGANIZATION:	The American Occupational Therapy Association, Inc.
MAILING ADDRESS:	1383 Piccard Drive P.O. Box 1725 Rockville, MD 20850-4375
CONTACT:	(301) 948-9626
STANDARDS PUBLICATION:	Essentials and Guidelines of an Accredited Educational Program for the Occupational Therapist (1983)

PROFILE: THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION

I. ELIGIBILITY

General

- In occupational therapy, (entry-level) professional educational programs are accredited and technical educational programs are approved. An accredited professional curriculum or an approved technical curriculum is thus recognized as maintaining educational standards which qualify the graduates for admission to the American Occupational Therapy Certification Board (AOTCB) Certification Examination for the Occupation for the Occupational Therapist Registered (OTR) or Certified Occupational Therapy Assistant (COTA).

- The accreditation process begins with the programmatic self-study, a comprehensive effort to measure progress according to previously accepted objectives. The resulting report is reviewed by members of the Accreditation Committee and/or members of the Roster of Accreditation Evaluators and serves as the basis for evaluation by an on-site team. The visiting team assesses the program in light of the self-study and adds judgments based on its own expertise and its external perspective. The team prepares an evaluation report, which is reviewed by the program for factual accuracy. The original self-study, the report of on-site evaluation, and any response from the program are then reviewed by the Accreditation Committee. The Accreditation Committee uses these materials as the basis for action regarding the accreditation/approval status of the program.

- The Accreditation Committee of the AOTA is recognized by the Council on Postsecondary Accreditation (COPA), in cooperation with the Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Association (AMA) and the United States Department of Education.

- Self-study Reports, Plans of Correction, Progress Reports, and Annual Reports are considered confidential and are to be read only by the on-site evaluation team members, and the evaluating bodies of the AMA and the American Occupational Therapy Association (AOTA). For any review beyond this, written permission must be secured from the authorities of the educational institution, except when the Accreditation Committee ensures that the anonymity of the program shall be maintained.

- The sponsoring university or college shall be recognized by regional accrediting bodies.

- In programs where the academic and field work phases are provided in two or more institutions, accreditation will be granted to the sponsoring institution that assumed primary responsibility for curriculum planning and selection of course content; coordinates classroom teaching and supervised field work; appoints faculty to the program; receives and processes applications for admission; and grants the degree or certificate documenting completion of the program. The sponsoring institution shall be responsible for assuring that the activities assigned to students in field work are educational.

Relationship Between Accreditation and Certification

- No information provided.

II. CURRICULUM

Overall Institutional

- The statement of the mission and purpose of the occupational therapy program shall be consistent with that of the sponsoring institution.

Specialist Courses (Core Curriculum)

- The statement of philosophy of the occupational therapy program shall reflect the philosophy of the profession of occupational therapy.

- A curriculum design shall be basic to the development, implementation, and continuing evaluation of the program and shall:

  - Describe the basis for the selection of content, scope, and sequence;

  - Identify general objectives; and

  - Explain content sequencing as it relates to curriculum design.

- The length of the educational program shall be sufficient to meet:

  - The profession's requirements; and

  - The requirements of the sponsoring institution at the:

    Baccalaureate
    Certificate, or
    Master's level

- Content requirements shall include liberal and professional education:

- Liberal Arts, Sciences, and Humanities: Prerequisite to or concurrent with professional education are those studies that encourage:

  (a) Broadening of intellectual powers and interests;

  (b) Exploration of attitudes and values.

- Biological, behavioral, and health sciences:

  (a) Structure and function of the human body and recognition of normal and abnormal conditions;

  (b) Human development throughout the life cycle including sensorimotor, cognitive, and psychosocial components;

  (c) Human behavior in the context of socio-cultural systems and beliefs, ethics, and values;

  (d) Effects of health and illness on person and society.

- Occupational therapy theory and practice:

  (a) Human performance: Occupation throughout the life cycle; human interaction, roles, values, and the influence of the non-human environment;

  (b) Activity Processes:

    (1) Theories underlying the use of purposeful activity; the meaning and dynamics of activity - self-care, work, play and leisure;

    (2) Performance of selected life tasks and activities;

    (3) Analysis, adaptation, and application of purposeful activity as therapeutic intervention.

    (4) Use of self, dyadic, and group interaction;

  (c) Theoretical approaches including those related to purposeful activity, human performance, and adaptation.

  (d) Application of occupational therapy theory to practice:

    (1) Assessment and interpretation: observation, interviews, history, standardized and non-standardized tests

    (2) Directing, planning, and implementation

- Therapeutic intervention related to daily living skills and sensorimotor, cognitive, and psychosocial components;

- Therapeutic adaptation including methods of accomplishing daily life tasks, environmental adjustments, orthotics, and assistive devices and equipment;

- Health maintenance including energy conservation, joint protection, body mechanics, and positioning;

- Prevention programs to foster age-appropriate balance of self-care, work, and play/leisure.

(3) Termination - Program termination including re-evaluation, determination of discharge, summary of occupational therapy outcome, and appropriate recommendations to maximize treatment gains.

(4) Documentation

(e) Development and implementation of quality assurance.

(f) Management of occupational therapy service.

(1) Planning services for client groups;

(2) Personnel management: COTAS, aides, volunteers, and Level I students;

(3) Departmental operations: budgeting, scheduling, record keeping, safety, and maintenance of supplies and equipment.

- Research

(a) Critique of studies related to occupational therapy;

(b) Application of research approaches to occupational therapy practice.

- Values and attitudes congruent with:

(a) The profession's standards and ethics;

(b) Individual responsibility for continued learning;

(c) Participation in the promotion of occupational therapy through professional organizations, governmental bodies, and human service organizations;

(d) Documentation and validation of occupational therapy practice through research, publication, and program evaluation.

Other Special Requirements

- o There shall be accurate and available published statements of fair practice that have as their purpose the protection of the rights, privileges, and responsibilities of the student, faculty, and institution, as follows:
  - Nondiscrimination policies as they relate to student admission, matriculation, and faculty recruitment;
  - Fee and tuition costs for all requirements of the educational program.
  - Policies and procedures regarding discontinuance, withdrawal, and refunds of tuition and fees.
  - Separate mechanisms for graduation and credentialing.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- o Responsibilities of the sponsoring institution and each fieldwork education center shall be clearly described in written documents.
- o Fieldwork centers shall be approved by recognized accrediting agencies or meet standards established by the educational program.
- o Fieldwork education:
  - Supervised fieldwork shall be an integral part of the professional education program:

    (a) There shall be collaboration between academic and fieldwork educators;

    (b) Objectives for each phase of fieldwork shall be:

    (1) Developed collaboratively by academic and fieldwork educators;

    (2) Documented;

(3) Known to the student.

(c) Fieldwork shall be conducted in settings approved by the program as providing experiences appropriate to the learning needs of the student and as meeting the objectives of fieldwork.

- Level I fieldwork shall be provided. (Level I fieldwork includes those experiences designed as an integral part of didactic courses for the purpose of directed observation and participation in selected field settings. These experiences are not expected to emphasize independent performance or to be considered substitutes for or part of the sustained Level II fieldwork.)

- Level II fieldwork shall be required. It shall:

  (a) Include a minimum of six months of practice.

  (b) Emphasize the application of an academically acquired body of knowledge. (The purpose of Level II fieldwork is to provide an in depth experience in delivering occupational therapy services to clients.)

  (c) Include experience with a wide range of client ages and a variety of physical and mental health conditions.

- Level I fieldwork shall be supervised by qualified personnel.

- Level II fieldwork shall be supervised by a registered occupational therapist who shall:

  (a) Collaborate with academic faculty;

  (b) Have a minimum of one year of experience.

Follow-up of Graduates

o No provisions stated.

Relationship with Field

o No provisions stated.

IV. STUDENTS

Admission

o Selection of students shall be made in accordance with generally accepted practices of the institution. These practices shall be defined and published.

Monitoring - Assessment/Competencies

- No provisions stated.

Advisory Services

- An official publication including a current description of the program and its content shall be provided to the student.
- Advising related to professional course work and fieldwork education shall be the responsibility of the occupational therapy faculty.
- Advising during and pertaining to fieldwork experience shall be a collaborative process between the faculty and the fieldwork educators.
- Students' responsibilities and rights, including appeal mechanisms, shall be published and made available. These shall relate to both the academic and fieldwork components of the program.
- Records shall be maintained in accordance with institutional policies for student admission, health, attendance, achievement, and evaluation.

Completion of Program/Evaluation - Exit Criteria

- Requirements for successful completion of the academic and fieldwork segments of the program, and for graduation, shall be made available to each student.

V. **FACULTY**

Qualification/Assignment

- The faculty shall include registered occupational therapists.
- The faculty shall be qualified, knowledgeable, and effective in teaching the content assigned.
- Faculty responsibilities shall be consistent with the mission of the sponsoring institution.

Faculty Load

- The faculty/student ratio shall:
  - Permit the achievement of the purpose and the stated objectives of the program.

- Be compatible with accepted practices of the institution.

o The ratio of field work educators to students shall be such as to ensure quality experience and maximal learning.

Faculty Development

o Continuing professional development for faculty shall include:

- A plan for and commitment by faculty.
- Support for the implementation of the plan by the institution.

Faculty Evaluation

o Evaluation of the educational program shall be conducted including instructor effectiveness.

VI. GOVERNANCE

Relationship of Program to Institution

o An occupational therapy professional education program shall be located in a college or university authorized to grant the baccalaureate or higher degree.

Authority/Autonomy

o No provisions stated.

Structure and Administration

o No provisions stated.

Planning

o There shall be systematic and periodic program evaluation.

o Evaluation of the educational program shall be conducted including:

- Student learning;
- Course effectiveness; and
- Curriculum

VII. RESOURCES

Personnel

- o Resources shall be provided to meet the purpose and objectives of the educational program.

- o Program Director

  - The director of the educational program shall be a registered occupational therapist who has relevant occupational therapy experience in administration, teaching, and direct service. In addition, the director shall hold the master's or doctoral degree, or have equivalent educational qualifications.

  - The director of the educational program shall be responsible for the organization, administration, evaluation, continued development, and general effectiveness of the program.

Fiscal

- o A budget of regular institutional funds shall be sufficient to develop and maintain the program.

Facilities

- o Support services shall be provided to meet program and administrative requirements.

- o Classrooms, laboratories, offices, and other facilities shall be provided.

  - Laboratory space shall be assigned to the occupational therapy program on a priority basis.

  - Faculty, staff, and administrative offices shall allow for efficient operation of the program.

  - Space shall be available for private advising of students.

- o Equipment and supplies consistent with program objectives and teaching methods shall be available.

Library, Equipment, Supplies

- o A library shall be accessible, containing current standard texts, scientific books, periodicals, and other reference materials relevant to the program.

NAME OF ACCREDITING ORGANIZATION:	American Physical Therapy Association Commission on Accreditation in Education
MAILING ADDRESS:	1111 North Fairfax Street Alexandria, VA 22314
CONTACT:	(703) 684-2782
STANDARDS PUBLICATION:	Accreditation Handbook (Revised 1985)

PROFILE: AMERICAN PHYSICAL THERAPY ASSOCIATION: Commission on Accreditation in Education

I. ELIGIBILITY

- o American Physical Therapy Association (APTA) operates a voluntary accreditation program for physical therapy education. Recognized by the Council on Postsecondary Accreditation (COPA) (1977) and U. S. Department of Education (1977), the accreditation status is initially and normally established following completion of:
  - Accreditation Candidacy Program;
  - Self-study Report by Program Personnel;
  - An on-site evaluation by a duly constituted team;
  - Review of relevant materials by the Commission on Accreditation in Education;
  - Action by the Commission on Accreditation in Education; and
  - Written notification of the action and rationale.
- o Candidate status usually limited to two years.
- o Usual period of accreditation is five years.
- o Probationary status is a maximum of two years.
- o The program in physical therapy education is provided by an institution of higher education accredited by an agency or association recognized by the U.S. Secretary of Education or by COPA.
- o The students and faculty preserve the privacy, dignity, and safety of persons involved in the various aspects of the program.

II. CURRICULUM

Overall Institutional

- o No provisions stated.

Specialist Courses (Core Curriculum)

- o The faculty develops, implements, and evaluates a curriculum plan

and specific learning opportunities and provides an instructional environment necessary to the student's learning.

- o The comprehensive curriculum plan includes an organized and sequential series of integrated student-oriented learning experiences designed to enhance attainment of terminal competencies.

- o The comprehensive curriculum plan includes learning experiences which lead to the attainment of the following competencies:

Physical Therapist - As a professional health care provider the physical therapist will be able to:

a. Determine the physical therapy needs of any patient referred for treatment through:

   (1) Recognition of potential health problems and the contribution of physical therapy to the maintenance of health;

   (2) Recognition of areas in which structure or function are abnormal;

   (3) Specification of which definitive physical therapy assessment procedures are indicated; and

   (4) Performance of definitive physical therapy testing of the following systems:

      - neurological
      - muscular
      - skeletal
      - cardiovascular
      - pulmonary
      - integumentary
      - metabolic

b. Design a physical therapy plan of care which:

   (1) Includes realistic goals in terms of diagnosis, prognosis, physical/mental status and anticipated life-style of the patient;

   (2) Includes effective treatment methods that provide a high probability of achieving treatment goals;

   (3) Engages the greatest possible degree of patient motivation and cooperation in treatment;

   (4) Is within resource constraints;

(5) Provides for periodic revision;

(6) Contains specificity and comprehensiveness appropriate to the level of personnel who will execute the plan; and

(7) Is adequately documented;

c. Design and manage a specific physical therapy plan of care which:

(1) Provides for maximum goal achievement;

(2) Is safe;

(3) Is within resource constraints;

(4) Is appropriate to the patient's prognosis and physical and mental status;

(5) Is based upon empirical/scientific rationale;

(6) Provides for quality assessment; and

(7) Is adequately documented.

d. Implement a specific physical therapy plan of care which includes the direct or delegated application of:

(1) Physical agents;

(2) Therapeutic exercises and procedures;

(3) Developmental activities;

(4) Functional activities;

(5) Assistive/adaptive devices/equipment;

(6) Therapeutic equipment; and

(7) External dressings and supports.

e. Modify physical therapy goals or plan.

f. Evaluate, interpret and respond to changes in physiological state.

g. Identify and recommend solutions for architectural barriers which:

(1) Are optimal solutions of problems;

(2) Do not create unmanageable barriers for others;

(3) Are acceptable to the patient and his family;

(4) Are safe;

(5) Are appropriate to the patient's prognosis;

(6) Are within resource constraints; and

(7) Are adequately documented.

h. Interact with patients and families in a manner which provides the desired psychosocial support by:

(1) Recognizing his own reaction to illness and disability;

(2) Recognizing patients' and families' reactions to illness and disability;

(3) Respecting individual cultural, religious and social-economic differences in people; and

(4) Utilizing appropriate communicative processes.

i. Demonstrate appropriate and effective written, verbal, and nonverbal communication with patients and their families, colleagues and the public.

j. Demonstrate safe, ethical, and legal practice.

k. Participate in the design and management of a physical therapy service by applying the administrative principles of planning, organization, supervision, control and evaluation.

l. Participate in a quality assurance program.

m. Apply basic educational concepts of learning theories in designing, implementing, and evaluating learning experiences in order to teach patients and families, and to design and implement community education in-service programs.

n. Apply basic principles of the scientific method to read and interpret professional literature, participate in clinical research activities, and critically analyze new concepts and findings provided by others.

o. Assume responsibility for personal professional growth and development.

p. Identify activities of and relationship between government agencies, health care facilities, educational institutions, other health

agencies, professional associations, etc.

q. Identify issues and problems in the health care delivery system and propose alternative solutions.

r. Function effectively with other health professionals to improve the quality of health care.

s. Participate in programs to prevent disease, deformity, or injury.

Other Special Requirements

- The policies and procedures of the program are based upon appropriate and equitable criteria and they conform to applicable law with respect to race, color, creed, national origin, sex, age, handicap, and marital status.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- The student performs evaluation and treatment skills under supervision in the classroom laboratory prior to administering those skills in an actual clinic.
- The academic faculty identifies the evaluation and treatment skills in which the students are competent or proficient and defines the level of proficiency.

Follow-up of Graduates

- No provisions stated.

Relationship with Field

- No provisions stated.

IV. STUDENTS

Admission

- The institution awards, or accepts students already holding the bachelor's degree as the minimum degree for the physical therapist.

Monitoring - Assessment/Competencies

- No provisions stated.

Advisory Services

- o When non-accreditation is determined and the institution so notified, the institution is required to notify all students enrolled in the physical therapy program, and those seeking admission, that accreditation has been withheld or withdrawn.

Completion of Program/Evaluation - Exit Criteria

- o Accurate information is available which includes but is not limited to:
  - Career information (description of the profession; type of work done; employment opportunities; current job market on a local, state, and regional basis) and career opportunities (opportunities for advancement pursuing areas of special interest);
  - Program requirements and prerequisites;
  - Selection process and procedures;
  - Cost of: tuition, laboratory fees, housing, and affiliations;
  - Financial aid for students;
  - Enrollment, matriculation, withdrawal, and dismissal policies and procedures;
  - Academic and clinical facilities;
  - Health, advising, and counseling services;
  - Accreditation status of institution and program; and
  - Professional liability insurance requirements.

V. **FACULTY**

Qualification/Assignment

- o The rights and privileges of the faculty are commensurate with other faculty in the institution, particularly in regard to appointment, promotion, tenure, and salary.
- o All faculty members are graduates of accredited or equivalent institutions/programs and have competence in those areas of the curriculum for which they are responsible. Areas of competence will be evaluated through review of:

- Academic credentials;
- Professional experience;
- Teaching abilities and responsibilities;
- Scholarly productivity;
- Administrative experience; and
- Continuing education experience.

o The Program Director is a graduate of an accredited or equivalent education program for the physical therapist.

o The Director has competence in teaching, educational administration, and curriculum development.

Faculty Load

o No provisions stated.

Faculty Development

o No provisions stated.

Faculty Evaluation

o No provisions stated.

VI. **GOVERNANCE**

Relationship of Program to Institution

o The Program Director and appropriate administrative official(s) determine essential program and faculty needs and are involved in immediate and long-range budget planning and budget management in order to insure that obligations to enrolled students are met.

o Institution and program budgets include but are not limited to: faculty salaries; travel funds; supplies; equipment acquisition, repair, and replacement costs; clinical visitation costs and other related clinical educational costs.

Authority/Autonomy

o The institution provides for program faculty participation in the governance of the program and institution as well as short-term and long-term planning.

Structure and Administration

- Institutional policies regarding due process for students and faculty exist and are available for review.

Planning

- There are mechanisms which facilitate and maintain coordination and communication between all faculty and departments directly involved with the physical therapy program.

VII. RESOURCES

Personnel

- Institutional policies which affect the size and activities of the faculty reflect program and student needs.

Fiscal

- No provisions stated.

Facilities

- Written agreements with clinical facilities delineate the roles and responsibilities of the academic institution and facility.
- There are adequate and accessible:
  - Spaces for instructional, administrative, research, and supportive activities;
  - Supplies and equipment;
  - Library facilities and instructional material;
  - Resources for independent study;
  - Secretarial services; and
  - Security services.
- Student - The institution and program provide services to the student that include but are not limited to:
  - Health services;
  - Information related to obtaining financial aid;
  - Counseling and testing; and

- Regular and ongoing information regarding academic and clinical performance and progress.

Library, Equipment, Supplies

o (See "Facilities" above.)

NAME OF ACCREDITING ORGANIZATION:	The American Speech-Language-Hearing Association Educational Standards Board
MAILING ADDRESS:	10801 Rockville Pike Rockville, MD 20852
CONTACT:	Dr. Billie Ackerman-Stewart Director, Education Division Professional Affairs Department (301) 897-5700
STANDARDS PUBLICATION:	Accreditation of Educational Programs in Speech-Language Pathology and Audiology (1987)

PROFILE: AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION: Educational Standards Board

I. ELIGIBILITY

General

- The institution of higher education must offer a master's degree in speech-language pathology, audiology, or both.
- The program in speech-language pathology and/or audiology must have been fully functioning in the area in which accreditation is sought for the three consecutive years. The program must have graduated a minimum of six students, at the master's level, in the area(s) in which accreditation is sought within the three year period prior to submitting application for accreditation..
- ASHA-ESB accreditation is recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education.
- Please note: ASHA has adopted new standards for certification effective January 1, 1993 (adopted October 23, 1988).

Relationship Between Accreditation and Certification

- ASHA awards a Certificate of Clinical Competence (CCC) to individuals successfully completing college and university programs approval by the Educational Standards Board (ESB), the accrediting body of ASHA's Board of Examiners, in speech-language pathology and audiology.

II. CURRICULUM

Overall Institutional

- No provision stated.

Specialist Courses (Core Curriculum)

- The curriculum must reflect a commitment to the scientific and research bases of the profession.
- The program must have an ongoing mechanism for informing students about the necessity of fulfilling certain academic and practicum requirements for professional practice as such requirements relate to state department of education certification, state licensure, and ASHA certification.

- The program must provide each student with copies of appropriate documents regulating clinical practice. Such documents may include state certification and licensure requirements as well as other policies and regulations affecting professional practice within the state.

- The program must demonstrate that its curriculum provides academic and clinical experiences so that students, who so elect, will fulfill the requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and/or the Certificate of Clinical Competence in Audiology (CCC-A) awarded by the American Speech-Language-Hearing Association (ASHA).

- Coursework - Minimum 60 semester hours total; 30 semester hours must be graduate level.

- Basic Communication Processes Coursework:

  - SLP and A Applicants - 12 semester hours minimum required.

    (a) At least two semester hours in anatomic and physiological bases for normal development and use of speech, language and hearing;

    (b) At least two semester hours in physical bases and processes of the production and perception of speech, language and hearing; and

    (c) At least two semester hours in linguistic and psycholinguistic variables related to normal development and use of speech, language and hearing.

- Professional Area Speech-Language Pathology/Audiology Coursework - 30 semester hours minimum required; 21 semester hours must be graduate level.

  - CCC-SLP Applicants:

    (a) Speech and Language Disorders (minimum 24 semester hours required):

      (1) at least six semester hours in speech disorders; and

      (2) at least six semester hours in language disorders.

    (b) Audiology (minimum six semester hours required):

      (1) at least three semester hours in auditory pathology; and

(2) at least three semester hours in habilitation/rehabilitation.

- CCC-A Applicants:

(a) Audiology (minimum 24 semester required):

(1) at least six semester hours in auditory pathology; and

(2) at least six semester hours in habilitation/rehabilitation.

(b) Speech-Language Pathology (minimum 6 semester hours required):

(1) at least three semester hours in speech disorders; and

(2) at least three semester hours in language disorders.

o Related Area Coursework - SLP and A Applicants (no minimum hours required)

o Practicum - See **Section III.RELATIONSHIP TO WORLD OF PRACTICE,** Clinical and Field Based Experience

Other Special Requirements

o The program must ensure equitable treatment without regard to sex, race, age, creed, national origin, or handicapping conditions, and furnish a statement indicating its compliance with the Civil Rights Act, its amendments, and executive orders with respect to students, staff, and clients.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

Clinical practicum experience is vital to the training of speech-language pathologists and audiologists.

o A student clinician must observe a total of 25 clock hours of evaluation and management. These observations should be relative to, but precede, clinical assignment with specific types of communication disorders, e.g., articulation, language, fluency, voice, hearing impairment. The observation experience must be under the direct supervision of a qualified clinical supervisor.

- The program must demonstrate the manner in which graduates can obtain the appropriate distribution of supervised practicum required for the appropriate ASHA-CCC.

- Practicum - SLP and A Applicants:

  - Minimum 300 clock hours with children and adults; 150 hours at graduate level;

  - Minimum 50 hours in at least two separate clinical settings;

  - First 25 hours supervised by program's professional staff;

  - Supervision of 25% of the treatment sessions;

  - Supervision of one half of each evaluation session; and

  - Experience with both children and adults (some with groups).

- CCC-SLP Applicants:

  - Speech/Language Pathology (200 clock hours minimum):

    (a) 50 hours Evaluation of Speech and Language Problems;
    (b) 75 hours Management of Language Disorders;
    (c) 25 hours Management of Voice Disorders;
    (d) 25 hours Management of Articulation Disorders; and
    (e) 25 hours Management of Fluency Disorders.

  - Audiology (35 clock hours minimum):

    (a) 15 hours Assessement and/or Management of Speech/Language Problems Associated with Hearing Impairment (additional hours may be counted toward minimum clock hours with language and/or speech disorders); and

    (b) 15 hours Assessment of Auditory Disorders.

  CCC-A Applicants:

  - Audiology (200 clock hours minimum):

    (a) 50 hours Identification and Evaluation of Hearing Impairment; and

    (b) 50 hours Habilitation or Rehabilitation of Hearing Impaired.

  - Speech-Language Pathology (35 clock hours minimum):

(a) 35 hours Evaluation and Management of Speech and Language Problems (not related to hearing impairment).

- It must be demonstrated that the clinical training program has access to a client base sufficiently large and diverse to permit student clinicians to fulfill ASHA requirements for clinical certification.

- The clinical practicum portion of the program must provide each student with the opportunity to obtain the minimum 150 clock hours of supervised clinical experience at the graduate level.

- Supervised clinical experience must be obtained in a minimum of two distinctly different clinical settings and must include a minimum of 50 supervised clock hours of the required 300 in each of two settings.

- At least one half of each diagnostic evaluation in speech and language pathology and in audiology must be directly supervised.

- At least 25% of the therapy sessions conducted by a student clinician must be directly supervised with such supervision being appropriately scheduled throughout the training period.

- Major decisions by student clinicians regarding evaluation and management of a client must be implemented or communicated to the client only after approval by the supervisor.

- Although it may be desirable to have a number of student clinicians observe evaluation and management, student clinicians may earn clinical clock hours only for that portion of the time they are solely responsible for providing services to a client.

- The program must have a plan for the coordination of clinical training which includes:

  - Clinical assignments;

  - Supervisory responsibilities;

  - Recording of supervised clinical clock hours for each student clinician; and

  - Evaluation of each student clinician's clinical performance.

- The clinical practicum program must ensure that the welfare of each client served by its students is protected. The program must:

  - Have a qualified clinical supervisor responsible for evaluation and management of each client;

- Maintain confidentiality of client information;
- Observe safety regulations and architectural codes for the handicapped; and
- Adhere to regulations governing the protection of human subjects in clinical research.

Follow-up of Graduates

o The program must have a system for ongoing evaluation of the professional preparation of those individuals who plan to provide services to the public (e.g., interviews with former graduates, evaluations of former graduates by employers, evaluation of former graduate's performance during the Clinical Fellowship year or on the national exam).

Relationship with Field

o No provision stated.

IV. STUDENTS

Admission

o The program should accept students for graduate study at a standard consistent with that of the other graduate programs in the institution.

Monitoring - Assessment/Competencies

o The program must have an ongoing mechanism for informing students about the necessity of fulfilling certain academic and practicum requirements for professional practice as such requirements relate to state department of education certification, state licensure, and ASHA certification.

o The program must provide each student with copies of appropriate documents regulating clinical practice, including the RCCC and the Code of Ethics of ASHA.

Advisory Services

o No provision stated.

Completion of Program/Evaluation - Exit Criteria

o No provision stated.

Multicultural Groups and Persons with Disabilities

- The program must ensure equitable treatment without regard to sex, race, age, creed, national origin, or handicapping conditions, and furnish a statement indicating its compliance with the Civil Rights Act, its amendments, and executive orders with respect to students, staff, and clients.

V. FACULTY

Qualification/Assignment

- The training program faculty must be competent to teach the courses for which they have primary responsibility. In addition, there must be persons on the faculty with clear expertise in both providing and supervising clinical services. Additionally, it is important that faculty engage in research. A reasonable portion of each student's contacts should be with members of the instructional staff who hold full-time faculty appointments. Teaching loads should allow for adequate student contact. The faculty must be sufficient in size to meet instructional, clinical, research, and advisement responsibilities without carrying a load that is greater than that traditional for faculty duties in the parent institution. Opportunity to attain rank and tenure tracks should be available to a sufficient number of the teaching and clinical faculty to assure the continuity of the program.

- At least one full-time faculty member must hold an earned doctorate from a regionally accredited institution of higher learning. The major emphasis of this degree must be in the area(s) in which accreditation is sought (speech-language pathology and/or audiology).

- There must be at least the equivalent of one full-time member of the teaching staff holding the ASHA-CCC in Speech-Language Pathology, and at least the equivalent of one full-time member of the teaching staff holding the CCC in Audiology.

- The program must demonstrate its allocation of faculty time in average clock hours per week for:

  (a) Academic instruction including provision of continuing professional education;

  (b) Clinical training and service;

  (c) Supervision of student research;

  (d) Student advisement;

(e) Administration; and

(f) Personal professional commitments including research.

Faculty Load

- A minimum professional staff/student ratio should approximate one full-time teaching staff member at the master's level (or the full-time equivalent) to every six full-time master's level majors in the program (or the full-time equivalent).
- Programs having undergraduate and/or doctoral education and training must demonstrate that sufficient professional personnel also are available so as not to detract from the quality of the professional training at the master's level.
- The program must demonstrate that all academic instruction is monitored by an individual holding a university or college appointment.

Faculty Development

- The program must ensure that its faculty and staff continue their own professional education.

Faculty Evaluation

- The program must have an ongoing plan for evaluating both academic and clinical instruction.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- A program should have an administrative structure which provides for reasonable autonomy within the institution as well as for reasonable access to the administration of the institution. Decisions regarding the training of professionals in speech-language pathology and audiology should be made by the program faculty.

Structure and Administration

- Within the general framework of administrative structure, the program director must be trained in speech-language pathology, in audiology, or in speech and hearing science.

Planning

Each program's faculty and staff must recognize the need for systematic appraisal of program strengths and limitations in order to provide the highest possible quality educational experience. Self-evaluation should be a continuous monitoring process. It should indicate introspective evaluation, as well as focus on the graduates of the program.

- The program must provide a written statement of academic and clinical training goals and must describe the mechanisms implemented to assess the program's effectiveness in reaching these goals.
- The program must have an ongoing plan for evaluating both academic and clinical instruction.
- The program must provide, along with other application materials, a digest of perceived program strengths and limitations.
- The program must have a system for ongoing evaluation of the professional preparation of those individuals who plan to provide services to the public.

V. RESOURCES

- The institution must provide support which assures adequate and regular budgetary allocations for personnel, space, equipment, and materials.
- The resources necessary for continued operation of the program must be assured through support from the institution as indicated by appropriate and regular budgetary allocations.

Personnel

- With regard to the appointment of full-time faculty and staff, there must be a demonstrated university policy which will assure the continuity of the training program.

Fiscal

- See RESOURCES above.

Facilities

- Describe provisions for elimination of barriers which would limit accommodation of those who are physically handicapped.
- (See items under "Library, Equipment, Supplies" which follows.)

Library, Equipment, Supplies

- In addition to the classrooms, offices, laboratories, and other facilities essential to any academic program, the physical facilities for the program of professional training in speech-language pathology and/or audiology must include equipment, laboratories, and space appropriate to the special needs of this field. The library facilities of the institution must include an adequate variety and number of books, periodicals, and other reference material in speech-language pathology, audiology, and related fields.

- The program must demonstrate that the available instructional materials, equipment, physical facilities, and library holdings are adequate in view of programmatic goals, as well as the program's present and projected size.

NAME OF ACCREDITING ORGANIZATION:	The Council for Exceptional Children
MAILING ADDRESS:	1920 Association Drive Reston, VA 22091
CONTACT:	John E. Davis, Coordinator, Professional Standards and Practices (703) 264-9410
STANDARDS PUBLICATION:	Standards and Guidelines for Curriculum Excellence in Personnel Preparation Programs in Special Education (Revised 1988)

PROFILE: THE COUNCIL FOR EXCEPTIONAL CHILDREN

I. ELIGIBILITY

General

- The Council for Exceptional Children reviews programs in special education at each degree level (bachelor, masters, and doctorate) and by each area of emphasis (e.g., gifted, mental retardation, speech, and severely handicapped). The category is usually determined by state certification titles. Thus an IHE may have 20 or so programs to be reviewed. Approval criteria differ from undergraduate, graduate, and doctoral programs as noted in this profile.

- The Council for Exceptional Children formally adopted through its Delegate Assembly in April, 1983, a "Code of Ethics and Standards for Professional Practice" (in Special Education). The "CEC Standards for Professional Practice" formed the basis of the accreditation standards adopted through the NCATE process and are reported in this profile. Individuals interested in the complete "CEC Code of Ethics and Standards for Professional Practice" can write for a single free copy titled, "Special Education and Professional Standards," Guest Editor - Harold W. Heller, Exceptional Children, November, 1983.

Relationship Between Accreditation and Certification

- CEC does not certify individuals.

II. CURRICULUM

Overall Institutional

- Teacher education curricula are based on explicit objectives that reflect the institution's conception of the teacher's role. There is a direct and obvious relationship between the objectives and the components of the curriculum.

- The professional studies component shall be sufficient to provide a preparation program requisite to the development of a competent professional and shall not constitute less than one-half of a student's total undergraduate program of study.

- The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils, and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.

- The professional studies component of each curriculum for prospective teachers includes instruction in the humanistic studies, i.e., an examination of the nature and aims of education, the curriculum, the organization and administration of school systems, and the process of teaching and learning as related to historical development and philosophical issues.

- Requirements in humanistic and behavioral studies shall be determined by the specialty area and may be achieved as part of, or separate from, the general studies component.

- The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experience.

- There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consists of studies in the symbolics of information, natural and behavioral sciences, and humanities.

- The professional studies component includes instruction in the behavioral studies, i.e., the problems of education, studies with respect to psychology, anthropology, economics, and political science.

- The proportion of the professional studies curriculum which is constituted by humanistic and behavioral studies is reasonable.

- The humanistic and behavioral studies components of the curriculum are relevant to the specialty areas.

Specialist Courses (Core Curriculum)

- The program description should reflect the underlying philosophy, rationale, purpose, and goals of the area of emphasis.

- The components identified in the course of study relate to the objectives identified above.

- The curriculum should reflect the research and development knowledge base.

- The objectives and other components of the curriculum relate to the state certification requirements for each area of emphasis.

- The competencies addressed by the program (curriculum) are appropriate for the roles for which students are being prepared and reflect current best practices in special education.

- The components of the curriculum are sequenced in an order that leads to developmental acquisition of identified competencies.

- At the graduate level, the curriculum promotes critical thinking skills; a problem-solving orientation is evident.
- The curriculum prepares students to use emerging technologies (educational, informational, and adaptive) in the students' Areas of Specialization.
- The curriculum emphasizes professionalism.
- The curriculum emphasizes cooperative working relationships and teamwork with other disciplines, agencies, colleagues, and parents.
- The instructional strategies used to deliver the curriculum are appropriate and include a variety of teaching modes, materials, media, and technologies.
- The procedures used to evaluate the attainment of competencies are appropriate.
- The curriculum clearly integrates teaching and learning theories with laboratory and clinical experiences.
- The advanced curriculum is differentiated from the basic/undergraduate curriculum for the program.
- The curriculum for a graduate program which leads to initial certification in special education is differentiated from that for a program that requires certification in the Area of Emphasis for admission.
- The curriculum for a masters program is differentiated from that of a specialist's or doctoral program.
- The institution has written policies which prevent more than one-third of the course requirements for masters and sixth-year certificates/degrees to be met by courses which are open to both graduate and undergraduate students.
- Fewer than one-third of the hours in the course of study for the masters and specialists programs are open to both graduate and undergraduate students.
- The institution has policies which stipulate that all credit accepted toward a doctoral degree must come from graduate level courses.
- Graduate students have an appreciation of scholarship and an understanding of the importance of assessing and using the results of current research, i.e., students are knowledgeable consumers of research data.

- The curriculum exposes graduate students to current research in special education.
- The curriculum prepares graduate students to engage in research activities.
- The graduate program prepares professionals who can organize and disseminate information that has been collected in a systematic, organized manner.
- The graduate program stresses collaboration among teacher educators and school-based educators in the identification of research questions and the development of strategies for inquiry.
- The institution has policies for the adaptation of curricula and instructional procedures to accommodate the needs of students with handicapping conditions.
- The procedures used to individualize programs of study ensure that the stated competencies of the curriculum are met by all students.
- The professional studies component for each specialty area curriculum offered shall provide prospective teachers with direct, qualitative, and intensive supervised teaching experience. Prospective teachers seeking multiple specialization shall be required to complete a practicum in each specialization area (as defined by individual teacher preparation programs and state education agencies).

Other Special Requirements

- In planning and developing curricula for teacher education, the institution studies the recommendations of national professional associations and learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each teacher education program.
- The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation, and modification of its teacher education programs.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- The professional studies component for each specialty area curriculum offered shall provide prospective teachers with direct, qualitative, and intensive supervised teaching experience.

PROFILE: THE COUNCIL FOR EXCEPTIONAL CHILDREN (continued)

- The student teaching experience must be at least ten weeks direct, substantial, and full day assignment in special education.
- For initial certification, graduate or undergraduate level, student teaching is a supervised, full-time, direct teaching experience of no fewer than ten full weeks.
- The student teaching experience is in the same type classroom setting as that for which the student is becoming certified.
- The student teaching experience is with the same type students (disability and level of severity) as those for whom the student is preparing to become certified.
- Prospective teachers seeking multiple specialization shall be required to complete a practicum in each specialization area (as defined by individual teacher preparation programs and state education agencies).
- Each specialty area provides supervision to practicum students by persons qualified and experienced in teaching in the specialty area (as defined by individual teacher preparation programs and state education agencies).
- Each specialty area program applies a list of specific criteria in the selection of appropriate practicum sites for prospective teachers. All practicum sites are evaluated on a continuous basis to assess their continued appropriateness and quality.
- Each specialty area program has responsibility for assigning students to approved placements. This responsibility includes the approval of cooperating teachers and supervisors. Criteria for the selection and retention of such persons are in writing and subjected to ongoing evaluation.
- There is justification that the ratio of student teachers to university supervisors allows for adequate supervision and advisement.
- Describe the preparation or consultation that is provided to cooperating teachers with respect to their roles as supervisors of student teachers.
- Students are confronted with cases or problems, the solutions to which involve the application of principles and theories from the knowledge bases for their areas of specialization.
- The competencies required for each field experience reflect "best practices," as supported by current research.

- Field experiences and/or clinical experiences offer students opportunities to work with children and youth of various ages, cultural, racial, and economic backgrounds.
- Field experiences are sequential in difficulty.
- Each field experience has clearly stated, measurable objectives which relate to the overall goals and objectives of the program.
- Terminal outcomes for students are evaluated in applied settings through the use of reliable measures and instruments.
- Field experiences include applied work in informational, educational, or adaptive technologies.
- Field experiences require that students be involved with both pupils and their parents.
- Field experiences are supervised under a structured program of advisement.
- The field experiences involve model teachers who use practices congruent with the curriculum for the program.

Follow-up of Graduates

- No provisions stated.

Relationship with Field

- No provisions stated.

IV. STUDENTS

Admission

- The institution has written requirements for admission.
- The institution has a defined pattern of full-time residency requirements for students pursuing doctoral degrees which is conducive to students engaging in scholarly activities.

Monitoring - Assessment/Competencies

- No provisions stated.

Advisory Services

- Field experiences are improvised under a structured program of advisement.

Completion of Program/Evaluation - Exit Criteria

- No provisions stated.

Multicultural Groups and Persons with Disabilities

- The institution provides for multicultural education in its teacher education curricula, including both the general and professional studies components and the practicum/field experiences.

V. FACULTY

Qualification/Assignment

- Each specialty area provides supervision to practicum students by persons qualified and experienced in the teaching in the specialty area.

Faculty-Load

- No provisions stated.

Faculty Development

- No provisions stated.

Faculty Evaluation

- No provisions stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provisions stated.

Authority/Autonomy

- No provisions stated.

Structure and Administration

- No provisions stated.

Planning

- In planning and developing curricula for teacher education, the institution studies the recommendations of national professional associations and learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each teacher education program.

- The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation, and modification of its teacher education programs.

VII. RESOURCES

Personnel

- No provisions stated.

Fiscal

- No provisions stated.

Facilities

- No provisions stated.

Library, Equipment, Supplies

- No provisions stated.

NAME OF ACCREDITING ORGANIZATION:	Council on Education of the Deaf
MAILILNG ADDRESS:	Gallaudet University 800 Florida Avenue, N.E. Washington, D.C. 20002
CONTACT:	Doin Hicks, Chairman, Committee on Professional Preparation (202) 651-5020
STANDARDS PUBLICATION:	Standards for the Evaluation of Programs for the Preparation of Teachers of the Hearing Impaired (June 1985) and Standards for the Certification of Professionals Involved in Education of Hearing Impaired Children and Youth (December, 1984)

PROFILE: COUNCIL ON EDUCATION OF THE DEAF

I. ELIGIBILITY

General

- The Council on Education of the Deaf (CED) is a national organization that serves the three major groups of educators and professional personnel involved in the education of hearing-impaired children and youth in the United States and Canada. CED is responsible for setting certification standards and certifying those professionals who meet the certification requirements. The CED Executive Board consists of representatives from the four member organizations - Alexander Graham Bell Association for the Deaf (AGBAD), Conference of Educational Administrators Serving the Deaf (CEASD), Convention of American Instructors of the Deaf (CAID), and Association of College Educators of the Hearing Impaired (ACE-HI).

  Certification standards for professionals have existed since 1939. These standards apply to professional preparation programs and to the knowledge and competencies needed by professionals working with hearing-impaired individuals. The certification program, originally begun by CEASD, is open to all educators and other professionals who work with hearing-impaired children.

  This is a digest of a revision of the standards set in 1972, formally adopted by the Council in June of 1985. These standards do not endorse any one method, combination of methods, or particular philosophy of teaching as being superior or more productive than another. They are merely the minimal requirements considered essential for preparing individuals to enter and work in the field. They also serve as guidelines for upgrading professional competencies.

  Each CED-certified professional working with hearing-impaired individuals must demonstrate specific competencies that will enable him or her to provide appropriate educational services in at least one special area. This implies a general knowledge of educational problems in all hearing-impaired individuals from infancy through adulthood. The provisional certification system outlines competencies needed in the areas of specialization in addition to necessary general knowledge of the field.

  The standards include the knowledge and competencies needed by teachers and other professional personnel who work with hearing-impaired children and adults: supervisors of instruction and psychologists.

- o CED approves individual institutions of higher education which meet the standards of certification as an "Approved Teacher Preparation Center." A college or university whose program leading to provisional and/or professional certification of teachers of the hearing-impaired has been approved by the CED.

- o CED approves programs in the following areas:

  - Professional Certification - Parent-infant, early childhood, elementary, secondary, multihandicapped specializations;
  - Vocational Teaching Specializations;
  - Instructional Supervision Specialization; and
  - Psychology Specialization.

Relationship Between Accrediation and Certification

- o CED approved teacher preparation centers (colleges or universities) offer programs which lead to provisional and/or professional certification of teachers of the hearing impaired.

II. CURRICULUM

Overall Institutional

- o Prerequisites to Preparation for Provisional Certification - Students who wish to enroll in preparation programs in any of the areas of specialization must demonstrate general knowledge in the following areas:

  - Child growth and development, learning theory, and general psychology;
  - The development, structure, and function of social institutions, including the interaction and interrelationships of these groups in our society;
  - Current instructional procedures in general education; and
  - General instructional procedures for educating handicapped and multihandicapped children.

- o Requirements for Provisional Certification of Academic Teachers -

  General Education - Applicants for provisional certification should have completed the course work generally required for a regular state credential in early childhood, elementary, or secondary education. This course work should be in the intended area of specialization in education of the hearing-impaired.

- o Each curriculum reflects the institution's philosophy regarding education of the hearing-impaired and personnel preparation, its conception of the role of the teacher, and its program objectives.

  - How is the institution's philosophy reflected in the program to prepare teachers of the hearing-impaired?
  - What are the underlying assumptions and the objectives of the program?
  - What evidence indicates that specific objectives for each curriculum have been defined and that the objectives reflect the institution's analysis of the professional school position(s) for which students are being prepared?
  - What information shows that the teacher preparation program and each curriculum are designed to meet the stated objectives?

Specialist Courses (Core Curriculum)

- o Provisional Certification Competency Requirements for Academic Teachers:

  (1) Foundations of Education of the Hearing-Impaired

  (a) Historical and current developments in education of the hearing-impaired in the United States and other countries and the influence of historical developments upon the current state of the field.

  (b) National and local issues, trends, and events that influence the education of hearing-impaired children.

  (c) The purposes and services of national, state, and local organizations and government agencies concerned with the education and welfare of the hearing-impaired.

  (d) National, regional, and local education programs for the hearing-impaired; the variety of educational settings and service delivery models; and the roles and responsibilities of personnel in the various settings.

  (e) The status of hearing-impaired people in today's society and their specific needs in the affective domain.

  (f) Implications of hearing impairment for the psychological, sociological, vocational, and educational development of hearing-impaired individuals; and the range of support services available for use in educational planning.

(g) Techniques for responding to questions, problems, and issues as described by parents of hearing-impaired children.

(h) Methods for giving basic guidance and providing a support system for referrals for additional assistance needed by parents.

(i) Content and nature, issues, and trends of fields and professions related to education of the hearing-impaired, such as regular education, special education, audiology, and educational psychology; and the contributions of these fields to education of the hearing-impaired.

(j) Methods for locating and utilizing resources, reference materials, and professional literature in the education of the hearing-impaired and in related fields.

(2) Speech Science and Audiology

(a) Speech Science

- Human speech, auditory, and visual mechanisms and related brain and central nervous system structures; anatomy of these mechanisms, their interrelatedness, common pathologies affecting these mechanisms, and the functioning of these mechanisms in communicative and other types of behavior in both intact and defective organisms.

- Production, transmission, and reception of speech sounds and other sounds; physical and psychophysical characteristics of sound; and methods of displaying and graphically representing these characteristics.

- General and specific effects of hearing impairment upon the production of speech and the reception of speech and other sounds.

(b) Audiology

- Various procedures for testing hearing and interpreting hearing test results.

- Characteristics of various types of amplification equipment and their application to learning and instructional processes.

(3) Language and Communication

(a) Language

- The structure of the English language (linguistics), the acquisition and use of language (psycholinguistics), and the implications of these areas for education of hearing-impaired infants, children, and young adults.
- Research and other literature on language of the hearing-impaired.
- Acquisition and development of language in normal-hearing and hearing-impaired infants, children, and youth.
- Disorders of language development.
- Commonly used methods and procedures of language instruction for hearing-impaired children and youth.
- Techniques for utilizing appropriate instructional procedures to effect language learning in hearing-impaired students and for diagnosing, correcting, and improving language.

(b) Communication

- Communication processes and the effects of hearing loss on communication.
- Research and other literature on communication of the hearing-impaired.
- Various modes of communication (e.g., reading, writing, speech reading, auditory perception, speech, finger spelling, sign language) used in teaching hearing-impaired individuals; methods, procedures, and materials used in teaching these modes of communication, including the use of techniques and materials appropriate to individuals or groups in the development, diagnosis, correction, and improvement of communication.

(c) Reading

- Methods of teaching reading in general education.
- Special assessment and instructional procedures for teaching reading to hearing-impaired students.

(4) Curriculum and Instruction

(a) The purpose and nature of curriculum and its relation to learning and instructional processes.

(b) Curriculum and instructional procedures common to education of the hearing-impaired and regular education; adaptations of regular curriculum and instructional procedures for the hearing-impaired; and aspects of curriculum and instruction unique to education of the hearing-impaired.

(c) Methods for planning, implementing, and evaluating learning experiences for individuals and groups in order to:

- Identify learner entry level;
- Conceptualize and formulate objectives in behavioral terms;
- Design methods of evaluation based upon measurable objectives and utilize data collection procedures;
- Select, design, produce, and utilize media, materials, and resources appropriate to learner behavior and lesson objectives;
- Implement appropriate instructional procedures; and
- Evaluate learner responses and revise instruction appropriately.

(d) Use of diagnostic instruments in programs for the hearing-impaired in order to:

- Interpret assessment and diagnostic information; and
- Translate the diagnostic information into curriculum.

(e) Current educational technology, such as computers and TDDs, applicable to the hearing-impaired.

(f) Behavior management techniques.

(g) Methods of planning and organizing curriculum content in an area of specialization for effective learning by individuals and groups of hearing-impaired students.

(5) Professional Development

(a) Ethical behavior and the application of ethical standards in the education of the hearing-impaired.

(b) Effective use of paraprofessionals (teacher aides, volunteers, students, parents, and other assistants).

(c) Methods of effective participation within a team of professionals.

(d) Communication skills effective with other professionals, hearing-impaired children and youth, and parents of hearing-impaired students.

o Provisional Certification Requirements for Teaching Specializations

(1) Parent-Infant Education - In addition to the prerequisites and requirements for provisional level certification, the parent-infant educator needs specialized knowledge and skills in infant development, language acquisition, parent education, audiology, and psychosocial development. In order to ensure this knowledge, a minimum of 15 semester (20 quarter) hours of course work in addition to the prerequisites and the 30-hour core curriculum is required. The course work should include the following areas of knowledge and skills:

(a) Infant Development

- Sensori-motor development.
- Language acquisition, with particular attention to the role of the parent and "motherese."
- Social, emotional, and personality development in the first three years of life and the effect of the infant's environment upon growth.
- Cognitive and perceptual development and the role of language in achievement.
- Development of creativity in children.

(b) Language

- Acquisition and development of language from birth through the first three years of life.
- Parent-infant interaction styles.

- Linguistic and cognitive content of mother's language.
- Linguistic experiences within the home.
- Implications of linguistic theory.
- Competency/performance distinction.

(c) Parent Education

- Family structure and relationship.
- Principles of parent counseling.
- Sibling relationships and peer relationships.
- Group and individual facilitation methods.
- Role of the parent-infant dyads.
- Instructional strategies appropriate for adults (parents).
- Parental techniques to optimize development of perception, cognition, and creativity.

(d) Audiology

- Implications of hearing impairment for language acquisition (i.e., phonologic rather than semantic)
- Etiology and symptomatology of hearing loss.
- Management of amplification for the infant.
- Interpretation of testing results.
- Techniques of stimulation and utilization of residual hearing.
- Implications of additional handicapping conditions (e.g., visual, mental retardation, cardiac, motor, deprivation or neglect, orthopedic, etc.).

(e) Psychosocial Development

- Socioeconomic factors affecting the family.
- Coping mechanisms of parents.

- Grieving process of individuals within the family.
- Effective behaviors to encourage infant learning.
- Attitudinal demands of the culture.
- Public policy and the implications for service delivery.
- Available resources and mechanisms for coordination of services the infant might need (e.g., medical, audiological, psychological, educational).
- Professional code of ethics that dictates the ability to handle confidential information.

(2) Early Childhood Education - Applicants for certification with a specialization in early childhood education must complete:

(a) The course work generally required for regular state credentials in early childhood education, and

(b) The prerequisites and core curriculum.

(3) Elementary Education - Applicants for certification with a specialization in elementary education must complete:

(a) The course work generally required for regular state credentials in elementary education;

(b) In addition, they must have completed the prerequisites and the core program described under provisional certification.

(4) Secondary Education - Applicants for certification with a specialization in secondary education must complete:

(a) The course work generally required for regular state credentials in secondary education.

(b) Secondary teachers may teach academic subjects or special subjects. All secondary teachers must complete the prerequisites and the core program described under provisional certification in order to qualify for CED certification.

(5) Education of Multihandicapped Hearing-Impaired - Teachers of the multihandicapped hearing-impaired need specialized knowledge and skills in the psychosocial aspects of multiple handicaps, assessment, curriculum, and case management in

interdisciplinary settings. In addition to the prerequisites and the core curriculum for provisional certification, these teachers must complete a minimum of 15 semester (20 quarter) hours of course work including the following areas:

(a) Psychology and Implications of Multihandicapping Conditions

- Social, medical, emotional, physical, and general characteristics of the multihandicapped hearing-impaired (MHHI) child.
- Implications of multihandicapping conditions in the educational setting (e.g., medical problems in the classroom, the home, and the community).
- Methods of classifying, diagnosing, and teaching MHHI children from educational, medical, sociological, and psychological points of view.
- Issues and trends affecting the education of MHHI children.
- Historical developments in the education of the MHHI in a continuum of educational settings and educational delivery models.
- Professional resources available for the provision of support services (public and private agencies and personnel) to MHHI children.

(b) Individual Appraisal of the MHHI Evaluation

- Purposes and nature of the appraisal (evaluation) process.
- Diagnostic instruments (formal and informal) used with the MHHI.
- Procedures for interpreting diagnostic information.
- Methods of translating diagnostic information into individual programming.
- Strategies for communicating diagnostic information to professionals, paraprofessionals, and parents.
- Methods of keeping records of diagnostic information.

(c) Curriculum and Instruction

- Basic learning theory.
- Design, development, and implementation of curriculum appropriate for MHHI children.
- Task analysis and development of behavioral objectives for individualized instructional programs.
- Instructional procedures and problems of teaching the MHHI in light of recent literature.
- Pertinent curriculum adaptations for specific combinations of handicapping conditions in the individual MHHI child.
- Diagnostic information for the functional programming, implementation and re-evaluation of individual instruction.

(d) Language and Communication Skills

- Familiarity with a variety of modes, techniques, and strategies to communicate with or elicit communication from MHHI children.
- Normal child language acquisition and usage.
- Nonverbal, or reverbal, and verbal communication skill development as it relates to the nonverbal child.
- Symbolic and nonsymbolic communication approaches and techniques and their implications in use with the MHHI.
- Selection and implementation of appropriate communication strategies (verbal and augmentative).
- Current and historical literature pertinent to language and communication development in the MHHI.
- Implications of various handicapping conditions on language and communication (with and without hearing impairment).

(e) Social/Emotional Skills

- Social/emotional development of the normal child.

- Abnormal psychosocial development.
- Theoretical and practical applications of behavioral management techniques as they apply to management and control of behavior in the school and at home.
- Implementation of social/emotional curricula and approaches.

(f) Perceptual-Motor Skills

- Perceptual-motor development of the normal child.
- Implementation of perceptual-motor training techniques.
- Current and historical literature pertinent to perceptual-motor development.

(g) Professional and Management Skills - Many MHHI specialists will be responsible for supervising teacher aides and other paraprofessionals who work with MHHI children. MHHI specialists also work with parents and professionals in other disciplines.

- Federal and state legislation pertinent to MHHI specifically and special education in general.
- Program design models used for MHHI students.
- Placement options available to MHHI students.
- Acquisition of appropriate support services.
- Interdisciplinary team management and effective team participation .
- Professional report writing.
- Medical problems in the classroom and their implications.
- Support and counseling services for parents of MHHI children.
- General administrative theory.

(5) Vocational Education

(a) Prerequisites for Basic Certification

- The applicant must obtain the local/state vocational certificate to teach in the public schools of the state.

- If there is no local/state certificate, the applicant must have the GED or a high school diploma and five years of experience, including licensure, journeyman's status (if applicable), or other acceptable evidence of high level of competency where no license or credential is applicable.

(b) Requirements for Basic Certification

- The applicant must possess knowledge of the language problems of hearing-impaired students. This knowledge can be demonstrated by:

  (1) a valid record of classroom observation in academic classes (total of 20 clock hours, 10 hours each on 2 levels) verified by the vocational supervisor and the school head;

  (2) a record of attendance at a series of lectures concerning language problems of the hearing-impaired given by an academic staff member in the school; and evidence of practical application of the use of language in own trade verified by the vocational supervisor or school head;

  (3) successful completion of an appropriate college course verified by a transcript with a course description.

- The applicant must demonstrate by submission with the application of appropriate curriculum materials or documentation, techniques of teaching a vocational subject to hearing-impaired students. This can be done in one of the following ways:

  (1) using curriculum and curriculum materials appropriate to the specific teaching area. This can be done in one of the following ways; making a videotape of an actual demonstration; developing a project or unit using slides,

videotape, Super-8, transparencies, or other visual media; developing written materials (e.g., a series of worksheets) for students; or

(2) incorporating knowledge of related academic subjects into the course material for the specific vocational area; or

(3) participating in an inservice workshop and submitting statements from the supervisor or workshop instructor and school head; or

(4) doing an independent study relevant to education of the hearing-impaired and submitting statements from the supervisor and school head.

Other Special Requirements

- o No provision stated.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- o The curriculum incorporates a planned sequence of practicum experiences appropriate to the general curriculum and to the area of specialization. Practicum includes adequate amounts of observation and participation, which includes a minimum of 150 hours of directed observation and participation and a minimum of 250 clock hours of student teaching.

- o A wide range of practicum facilities is available. Students are familiarized with the full array of resources available to hearing-impaired individuals and carry out practicum activities in these facilities as appropriate to the objectives of the program and areas of specialization and their own professional goals.

- o Qualified personnel from the teacher preparation center and from practicum facilities conduct a well-coordinated, planned program of supervision for all phases of practicum. Supervision is adequate and appropriate, in terms of its nature, frequency, and amount and its relevance to program and specialization objectives.

- o Professionalism - Each curriculum should consist of planned learning experiences in each of the following components, as specified in the certification standards:

  - A knowledge of ethical behavior as a professional, and the ability to practice ethical standards in the education of the hearing-impaired.

- The ability to make effective use of para-professionals (teachers aides, volunteers, students, parents, and other assistants).

- The ability to participate effectively within a team of professionals.

- The ability to communicate effectively with:

  (1) Hearing-impaired children and youth;

  (2) Other professionals; and

  (3) Parents of hearing-impaired students.

Follow-up of Graduates

o In order to assure that a program is current, relevant, and organized to carry out its mission appropriately, a continuous program of evaluation should be in effect. Such a program would focus on:

  - An annual follow-up and evaluation of graduates.

Relationship with Field

o No provision stated.

IV. STUDENTS

Admission

Requirements for Professional Certification of Academic Teachers

o Course work or study for the professional certification of teachers must be at the graduate level and must follow the completion of provisional level preparation. All course work must be taken under the auspices of an approved teacher preparation center. The program may be planned in cooperation with the applicant's employer. Programs so planned may, at the option of the approved center, be partially or fully implemented through work at other colleges or universities. The requirements apply to teachers specializing in Parent-Infant, Early Childhood, Elementary, Secondary, and Multihandicapped Hearing-Impaired specializations.

o Applicants from Bachelor's Degree Programs - Individuals who seek professional certification following preparation as a teacher of the hearing-impaired in a bachelors degree program must complete:

- A minimum of 30 semester (45 quarter) hours of graduate level course work beyond the provisional level preparation; and

- The equivalent of 3 years of teaching experience with hearing-impaired children.

o Applicants from Master's Degree Programs - Applicants who seek professional certification following preparation as a teacher of the hearing-impaired in a masters degree program must complete:

- A minimum of 9 semester (12 quarter) hours of graduate level course work related to their area of specialization; and

- The equivalent of 3 years of teaching experience with hearing-impaired children.

Monitoring - Assessment/Competencies

o The institution applies specific criteria for the retention of candidates who possess academic competencies and personal characteristics appropriate to the requirements of teaching.

o Grades in coursework provide the usual measures of achievement in theoretical work; observations, reports, and other modes of appraisal provide evaluations of laboratory, clinical, and practicum experiences. The institution owes it to the student to determine as objectively and systematically as possible specific strengths and weaknesses as they affect his continuing in a teacher education program.

o The academic competence of the teacher is a major determinant of effective teaching, but it is not the only one. Prospective teachers demonstrate those personal characteristics which will contribute to, rather than detract from, their performance in the classroom. It is assumed in the standard that the institution has the right and the obligation to consider personal factors as well as academic achievement as a basis for permitting a student to continue in a teacher education program.

Advisory Services

o (See "Monitoring - Assesssment/Competencies" above.)

Completion of Program/Evaluation - Exit Criteria

o Graduation from a program for the preparation of teachers of the hearing-impaired implies more than the satisfactory completion of a series of academic credit hours.

o Institution must respond to what data other than course grade does

the program for the preparation of teachers of the hearing-impaired require for graduation.

Multicultural Groups and Persons with Disabilities

- Education of Multihandicapped Hearing-Impaired - Teachers of the multihandicapped hearing-impaired need specialized knowledge and skills in the psychosocial aspects of multiple handicaps, assessment, curriculum, and case management in interdisciplinary settings. In addition to the prerequisites and the core curriculum for provisional certification, these teachers must complete a minimum of 15 semester (20 quarter) hours of course work including the following areas:

  - Psychology and Implications of Multihandicapping Conditions

    (a) Social, medical, emotional, physical, and general characteristics of the multihandicapped hearing-impaired (MHHI) child.

    (b) Implications of multihandicapping conditions in the educational setting (e.g., medical problems in the classroom, the home, and the community).

    (c) Methods of classifying, diagnosing, and teaching MHHI children from educational, medical, sociological, and psychological points of view.

    (d) Issues and trends affecting the education of MHHI children.

    (e) Historical developments in the education of the MHHI in a continuum of educational settings and educational delivery models.

    (f) Professional resources available for the provision of support services (public and private agencies and personnel) to MHHI children.

- (See II. CURRICULUM for more detailed information.)

V. FACULTY

Qualification/Assignment

- The competence of the faculty is the crucial factor in teacher education, not only for the quality of instruction which is provided, but also for the total atmosphere in which the programs are implemented. Above all, the quality of teacher education

programs offered, and the degree to which such quality is maintained, depend primarily on the faculty. Faculty members' areas of expertise make possible competent instruction in all aspects of the curriculum in education of the hearing-impaired and competent supervision of all types of practicum experiences.

- The competence of faculty is established on the basis of academic preparation, experience, teaching, and scholarly performance. The standard assumes that advanced graduate work and experience in education of the hearing-impaired and/or a related field of specialization are the minimal requirements for teaching in a collegiate institution. In certain cases, where the faculty member has not completed the requisite advanced graduate work, competence may be established on the basis of scholarly performance as reflected by publication, research, and/or recognition by professional peers in the faculty member's field of specialization.

- An institution capitalizes on the academic and professional strength of its faculty by making assignments which make possible the maximum use of preparation and experience. An institution also relates faculty selection and assignment to faculty performance.

- An institution engaged in preparing teachers has a minimum of two qualified (CED certified) full-time faculty members (or their equivalent) in teacher education, each with post-master's degree preparation and/or demonstrated scholarly and professional competence, and each with appropriate expertise in components of the curricula (e.g., language, communication, media) and areas of specialization (e.g., pre-primary, elementary, secondary, multihandicapped), one of whom is officially designated as coordinator or head of the Program and who assumes accountability for Program administration, direction, and evaluation.

- The requirements for part-time faculty in the institution are comparable to those for appointment to the full-time faculty and are employed only when they can make special contributions to teacher education programs.

- The institution, recognizing that the faculty is the major determinant of the quality of its teacher education programs, makes provision for the efficient use of faculty competence, time, and energy. Such provisions include policies which establish maximum limits for teaching loads, permit adjustments in teaching loads when non-teaching duties are assigned, and allow time for the faculty member to do the planning involved in carrying out his assigned responsibilities.

- The institution recognizes that the quality of its instructional programs can be compromised if faculty members are dissipating their energy on subprofessional tasks. Therefore, provision is made for

supporting services (such as those provided by instructional media technicians, laboratory and/or instructional assistants, research assistants, and secretaries and clerks) that permit faculty members to fulfill their instructional and other professional responsibilities at a high level of performance.

Faculty Load

- The institution shall submit a plan and rationale for determining faculty load.

- The institution must have a statement on the assigned professional load (all services rendered) for each full time teacher educator faculty member.

- The above faculty member load shall not exceed the established institutional policy.

Faculty Development

- To maintain and to improve the quality of its faculty, the institution has a plan for professional development which provides such opportunities as in-service education, sabbatical leave, travel support, summer leaves, and intra- and inter-institutional visitation. In addition, time is allocated in the load of a faculty member so that he can continue his scholarly development.

Faculty Evaluation

- The competence of faculty is established on the basis of academic preparation, experience, teaching, and scholarly performance.

- An institution relates faculty selection and assignment to faculty performance.

- The institution must demonstratee what is done to evaluate the effectiveness of instruction and supervision in each of the areas specified in the standard.

VI. GOVERNANCE

Relationship of Program to Institution

- The institution must document the relationship of the program to the institution and show its autonomy and administrative support.

Authority/Autonomy

- The design, approval, and continuous evaluation and development of teacher education programs are the primary responsibility of an

administrative unit. The majority of the membership of this unit is composed of faculty and/or staff members who are significantly involved in the preparation of teachers of the hearing-impaired.

Structure and Administration

- o No provision stated.

Planning

- o In planning and developing the curriculum, the institution should give due consideration to existing guidelines.
  - What guidelines were utilized in developing the Program?
  - What evidence shows the effect of these guidelines on the curriculum being reviewed?
- o The program for preparation of teachers of the hearing-impaired has a systematic procedure for securing feedback on the program and the faculty members from students and graduates.
- o In order to assure that a program is current, relevant, and organized to carry out its mission appropriately, a continuous program of evaluation should be in effect. Such a program would focus on:
  - An annual follow-up and evaluation of graduates;
  - The modification of existing programs; and
  - Engaging in long-range planning both on the institutional level and in its own departmental framework.

VII. RESOURCES

Personnel

- o (See V. FACULTY.)

Fiscal

- o No provision stated.

Facilities

- o The institution provides an environment which supports the teacher education programs it offers. The adequacy of this environment is systematically evaluated in relation to the demands made upon it by curricula, faculty, and students. The standards treat the

importance of the library, the materials and instructional media center, and physical facilities and other resources in relation to the offering of acceptable teacher education programs.

- The institution provides physical facilities and other resources essential to the instructional and training activities of the program.

- As a principle resource for teaching and learning, the library holdings in teacher education are sufficient in number for the students served and pertinent to the types and levels of programs offered. The recommendations of faculty members and national professional organizations are seriously considered in maintaining and building the collection. Library service assure both students and faculty members access to the holdings.

- A materials and instructional media center for teacher education is maintained either as a part of the library, or as one or more separate units, and is adequate to support the teacher education program.

Library, Equipment, Supplies

- (See "Facilities" above.)

NAME OF ACCREDITING ORGANIZATION:	Council on Social Work Education Commission on Accreditation
MAILING ADDRESS:	1744 R Street, N.W. Washington, D.C. 20009 111 Eighth Avenue New York, NY 10011
CONTACT:	Dr. Nancy Randolph Director, Division of Standards and Accreditation (202) 667-2300
STANDARDS PUBLICATION:	Handbook of Accreditation Standards and Procedures (Revised July 1984)

PROFILE: COUNCIL ON SOCIAL WORK EDUCATION: Commission on Accreditation

I. ELIGIBILITY

- The essential purpose of the accreditation process is to provide a professional judgment as to the quality of the program offered and to encourage continual improvement of each program. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

- In conformance with the requirements of the Council on Postsecondary Accreditation (COPA) and the U.S. Department of Education, the Commission on Accreditation of the Council on Social Work Education (CSWE) is responsible for formulating the standards, policies, and procedures for accrediting baccalaureate and master's programs of social work education and proposing them to CSWE's Board of Directors for adoption. The authorizing organizations, COPA and the Department of Education, require that all activities of the Commission on Accreditation be confidential.

- The Council on Social Work Education establishes standards for the accreditation of social work education programs at both the baccalaureate and master's levels. Baccalaureate programs are reviewed for their preparation of students for entry into social work practice at a beginning level; master's programs are reviewed for the preparation of students to enter practice at an advanced level. The Commission on Accreditation certifies whether a program is functioning at an acceptable level to accomplish these functions. All standards must be met. There are two categories of standards: eligibility and evaluative.

  - Eligibility standards determine whether a program may be reviewed for candidacy, accreditation, or reaffirmation of accredited status. Each eligibility standard must be fully and explicitly met for a program to be reviewed.

  - Evaluative standards are criteria used by the Commission on Accreditation in making a judgment as to whether a program merits accreditation.

- Within the Council on Social Work Education, the Commission on Accreditation is autonomous in all actions related to judgments of program quality and the formulation of accrediting standards and procedures. These standards and procedures are subject to adoption by the Council's Board of Directors. The Commission's status is sanctioned by the provisions of Section 7 of CSWE's bylaws and the Department of Education and COPA.

PROFILE: COUNCIL ON SOCIAL WORK EDUCATION (continued)

- CSWE accredits both baccalaureate and master's level programs in social work education.

- New programs must apply for and receive candidacy status, for a period of up to three years. Annual visits are made by a member of the Commission on Accreditation to review progress toward initial accreditation and to assist the program in its development.

- When the program believes it is ready to meet the criteria for initial accreditation, an application (including an extensive self-study) is filed and reviewed by the Commission to determine if a site visit (2 team members for baccalaureate programs, 4 team members for MSW programs, and 5 team members for combined baccalaureate - MSW programs) shall be authorized. The site visit report, along with the program response to the report, is then used by the Commission, along with the self-study, in making a decision. Initial accreditation is for a period of four years, at which time a full reaffirmation review is required.

- For programs already accredited, there is a reaffirmation review every seven years. This involves the self-study and site visit steps mentioned above. Programs which are found to have one or more instances of noncompliance with standards are placed in conditionally accredited status and problems must be corrected within one year. Programs may appeal averse actions such as this and request a reconsideration hearing.

- The program shall be an integral part of an educational institution accredited to award the baccalaureate or master's degree. This institutional accreditation shall be by a regional accrediting agency recognized by COPA.

- The review of the program by the Commission on Accreditation must be authorized by the chief executive officer of the institution.

- The institution shall indicate on its transcript or other permanent institutional record that the baccalaureate student has completed a program of preparation for beginning social work practice and shall limit such certification to students who have successfully completed the program in its entirety.

- The program shall specify that it prepares students for entry into advanced social work practice.

- The program shall specify that social work is a major and that its principle educational objective is to prepare students for beginning professional social work practice. The program shall specify in any reference to accreditation the educational level at which accreditation has been received.

- The institution shall identify and describe the program in its catalog and, in any reference to accreditation, shall specify the educational level for which accreditation has been received.

- The program shall have a designated director whose educational credentials include either a master's or baccalaureate degree in social work and who holds a full-time appointment in the educational institution. A program director who holds a baccalaureate degree in social work but not a social work master's degree must also have a doctoral degree in social work. A social work program offering a master's degree must have a full-time dean or director as its chief executive officer.

  The master's program shall provide for two academic years of full-time study in professional education, including the field practicum. A minimum of one academic year of the program must be taken in full-time status, as defined by the educational institution; this definition must apply uniformly to all social work students. An academic year is defined as two consecutive semesters or three quarters.

- Program faculty members who teach the content on social work practice and coordinate field instruction shall hold master's degrees in social work and shall have had experience in professional social work practice.

- The institution shall have stated affirmative action procedures and a stated policy against discrimination on the basis of race, color, creed, gender, ethnic or national origin, handicap, or age.

- Unless the program is applying for candidacy status, it shall have a curriculum plan that has already been fully implemented or that will be fully implemented during the current academic year.

- Unless the program is applying for candidacy status, it shall either have graduated a class of students or be preparing to graduate a class of students during the current academic year.

II. CURRICULUM

Overall Institutional

- The educational program shall have specified objectives, and they shall be reflected in the implementation of the program.

- The program's objectives shall be consistent with professional and institutional goals.

- The program's objectives shall be consistent with the ethics and values of the profession.

- The educational objectives of the program shall include attention to providing a high quality of educational preparation for entry into beginning social work practice with individuals, families, groups, and communities.

Specialist Courses (Core Curriculum)

- The curriculum and methods of instruction shall be consistent with the Curriculum Policy Statement for social work education (baccalaureate and master's degree).

- There shall be a clear plan for the organization, implementation, and evaluation of the class and field curriculum.

- The program shall have clearly defined procedures for assuring that students have acquired the liberal arts perspective before they enter social work courses, for which such content is a prerequisite.

- The methods of instruction shall reflect the cognitive and affective components of learning, appropriate to the attainment of the specified objectives of the program. Instructional methods shall be designed to stimulate students' capacities and to involve students in their professional learning.

- Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field practicum or of the courses in the professional foundation areas specified in the Curriculum Policy Statement.

Other Specialist Requirements

- Every aspect of the program's organization and implementation shall be conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, handicap, or political or sexual orientation.

- The program shall make specific, continuous efforts to assure the enrichment of the educational experience it offers by reflecting racial, ethnic, and cultural diversity throughout the curriculum and in all categories of persons related to the program.

- The program shall make specific, continuous efforts to assure the enrichment of the educational experience it offers by including women in all categories of persons related to the program and by incorporating content on women's issues into the curriculum.

- Experimental or innovative programs are time-limited projects that introduce significant planned change into the course of study, the resource configuration, or some other program component in an effort to test, expand, or improve the program's existing educational

provisions. Experimental or innovative programs are encouraged to the extent that they are conceived and implemented in a way that ensures their quality and integrity. Significant planned change means that the projected experiment or innovation does not comply with one or more of the accrediting standards.

- Plans for any experimental or innovative program shall be submitted to the Commission on Accreditation for approval prior to their implementation.

- Such plans shall include a design for evaluating the effectiveness of the experiment or innovation.

- Alternative programs introduce change into one or more components of a program already accredited by the Commission. If such alterations do not constitute substantive changes, the program shall, as part of the self-study process at the time of submitting materials for accreditation, include information about the alternative program and its evaluation results.

- If, however, an alternative program involves substantive change, the program shall submit the planning documents and evaluation design for the Commission's approval prior to implementing the changes.

- An alternative program that involves a collaborative arrangement or that offers the equivalent of one or more academic years of the social work degree program, whether the class or field curriculum or both, in an off-campus location shall submit a proposal to the Commission on Accreditation for approval prior to the implementation of the program. Such proposals shall include an evaluation component.

- Programs that grant advanced standing to students who have completed an accredited baccalaureate program in social work are not considered alternative programs.

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- The program shall assume responsibility for a field practicum that is a clearly designed educational experience and shall have clearly articulated standards for selecting agencies for the practicum, for selecting field instructors, and for evaluating student learning in the practicum.

Follow-up of Graduates

- No provision stated.

Relationship with Field

- No provision stated.

IV. STUDENTS

Admission

- The program shall clearly articulate and implement criteria and processes of admission that are compatible with those of the parent institution.
- Only candidates who have earned a bachelor's degree shall be admitted to the master's degree program in social work.
- The program shall be accountable for each exception to this requirement.

Monitoring - Assessment/Competencies

- The program shall have policies and practices that specify students' rights and responsibilities.
- The program shall provide opportunities for students to organize in their interests as students and shall encourage such organization.
- In a manner consistent with the policies of the institution, the program shall enable students to participate in the formulation and modification of policies affecting academic and student affairs.
- The program shall make explicit the criteria for evaluating students' academic and field performance.
- The program's policies and practices shall include procedures for terminating a student's enrollment in the social work program.
- Information about grievance and appeal procedures shall be made available to all students to ensure that they are fully informed on such matters.

Advisory Services

- The program's advisement system shall be clearly specified for program faculty and students.
- Professional social work advisement shall be carried out by full-time faculty whose educational credentials include either a master's degree in social work or a baccalaureate degree in social work plus a social work doctorate and who are fully knowledgeable about the baccalaureate program.

- Professional social work advisement shall orient students and assist them in assessing their aptitude and motivation for a career in social work, allow for early and periodic evaluation of each student's performance, guide students in their selection of areas of course work, and assess with students the field settings that best meet their educational needs and career goals.

Completion of Program/Evaluation - Exit Criteria

- No provision stated.

V. **FACULTY**

Qualification/Assignment

- The program shall have full-time faculty adequate in number and in range of expertise, based on educational background and experience in professional practice, to achieve its specified objectives.

- The program shall have a minimum of two full-time faculty members with master's degrees in social work whose primary assignment is to the program.

- There shall be sufficient continuity in the assignment of a core of full-time faculty who hold master's degrees in social work to ensure the stability of the essential functions of the program.

- Faculty who teach the content on social work practice and coordinate field instruction shall hold master's degrees in social work and shall have had two years or more of post-master's degree experience in professional social work practice. Those supervising master's students shall also have post-master's degree experience in professional social work.

- The responsibilities of the core of full-time faculty shall include the design, modification, approval, implementation, and evaluation of the program's curriculum and educational policies; systematic and continuous evaluation of program outcomes in the light of the specified objectives of the program; the teaching of practice and other social work courses; the coordination of field instruction; and the maintenance of program integrity.

- The program shall have a mechanism by which practitioners and social agencies contribute to educational policies and curriculum content. The program shall provide evidence of its utilization of this mechanism.

- The program or institution shall have policies and practices that assign the faculty the rights and responsibilities necessary for the achievement of high quality professional education.

- Faculty shall participate in the formulation of policies related to the hiring, retention, promotion, and tenure of program personnel and to other governance procedures of the institution.

- Information about grievance and appeal procedures shall be made available to all faculty to ensure that they are fully informed.

Faculty Load

- In determining faculty assignments, workload credit shall be given for the time needed to engage in student advising, to select and evaluate field instruction settings, to provide liaison between field settings and students, to evaluate student performance, to perform administrative tasks, to discharge community obligations related to the purposes of the program, to participate in activities of professional organizations, and to engage in professional development activities. Due recognition should be given for the time necessary to engage in research, publications, and other scholarly production.

Faculty Development

- No provision stated.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- The administrative unit of the social work program shall have sufficient autonomy to realize the program's objectives.

- The autonomy of the social work program shall be assured through the program having its own budget; an established governance and administrative structure; reasonable participation in curriculum decisions; participation in the recruitment and retention of personnel and in promotion and tenure decisions; support staff assigned to the program; and other resources and authority required for the achievement of specified program objectives.

- The program director shall have primary responsibility for the coordination and educational leadership of the program, with

adequate time and appropriate resources to fulfill those responsibilities.

Structure and Administration

- No provision stated.

Planning

- No provision stated.

VII. RESOURCES

Personnel

- No provision stated.

Fiscal

- The program's budgetary resource allocation from the educational institution shall be sufficient to carry out the specified program objectives.
- The allocation shall be stable enough to permit program planning and implementation by faculty and administration.

Facilities

- The administration of the institution and the program shall provide the physical facilities and equipment necessary for the attainment of the program's objectives.

Library, Equipment, Supplies

- The administration of the institution and the program shall provide the library holdings necessary for the attainment of the program's objectives.

NAME OF ACCREDITING ORGANIZATION:	National Association of School Psychologists
MAILING ADDRESS:	808 17th Street, N.W. Suite 200 Washington, D.C. 20005
CONTACT:	(202) 223-9498
STANDARDS PUBLICATION:	Standards for Training and Credentialing in School Psychology (1986)

PROFILE: NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

I. ELIGIBILITY

General

- Training programs in school psychology lead to a recognized degree at the doctoral level, or to a sixth-year credential granted by the university or state. Graduate credentials are customarily based upon satisfactory completion of a minimum number of course credits. In each instance there is a planned, supervised and integrated program of graduate study. Programs are titled School Psychology and are clearly identifiable as organizational units.

- Programs shall meet established approval standards for the state department of education in whose jurisdiction the program is located.

Relationship Between Accreditation and Certification

- Credentialing is the process whereby a state authorizes the provision of school psychological services and the use of the title School Psychologist by professionals meeting acceptable standards of training and experience. The basis of a state's credentialing policy is found in its statutory laws, whereby all providers of such services and all users of such title must hold a current credential, and legal sanctions and sanctioning procedures are provided for violators.

- Only graduates from NASP/NCATE accredited programs, or from acceptable state approved programs, or the equivalent, shall be eligible for credentialing. Each accredited program shall be responsible for assessing a program candidate's admission qualifications and for granting advanced program standing if appropriate. The responsibility for the final determination of minimum professional competencies in all credentialing areas, however, rests with the Credentialing Body.

- All school psychology trainees completing an approved program on or after January 1, 1989 and all other new applicants, should be trained and credentialed in accordance with these standards.

II. CURRICULUM

Overall Institutional

- No provision stated.

Specialist Courses (Core Curriculum)

- o Doctoral Program Requirements
  - Doctoral programs shall consist of a minimum of four years of full-time academic study or its equivalent beyond the baccalaureate degree. The program shall include a minimum of 84 graduate semester hours or the equivalent, at least 72 hours of which are exclusive of credit for the predoctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation.
  - The program shall limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program.
  - Doctoral program requirements exclude credit for undergraduate study, study which is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission.
  - No more than 12 graduate semester hours awarded as credit for the predoctoral supervised internship experience shall be counted toward the required minimum of 84 graduate semester hours.
- o Sixth-Year/Specialist Program Requirements
  - Sixth-Year/Specialist programs shall consist of a minimum of three years of full-time academic study or the equivalent beyond the baccalaureate degree, including at least 60 graduate semester hours or the equivalent, and shall culminate in institutional documentation.
  - The program shall limit the number of credit hours acquired through courses, seminars and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program.
  - Sixth-Year/Specialist program requirements exclude credit for undergraduate study, study which is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission.
  - No more than 12 graduate semester hours awarded as credit for the supervised internship experience shall be counted toward the required minimum of 60 graduate semester hours.

PROFILE: NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (continued)

- Content of School Psychology Program

  - The curriculum shall be based on explicitly specified objectives that reflect the program's conception of the professional roles for which the school psychology trainee is being prepared. There shall be a direct and obvious relationship between those objectives and the components of the curriculum. The curriculum shall differentiate the level of preparation for Doctoral study as being advanced in breadth and/or beyond that for Sixth-Year/Specialist study.

  - Through multicultural education for all school psychology trainees, the program shall promote understanding of respect for, and responsiveness to cultural diversity.

  - The program shall promote understanding of and responsiveness to the special needs of exceptional persons in all school psychology trainees.

  - The program shall insure the substantial preparation of all school psychology trainees in each of the following areas through courses, course content or other appropriate means:

    - Psychological Foundations

      Biological Bases of Behavior
      Cultural Diversity
      Child and Adolescent Development (Normal and Abnormal)
      Human Exceptionalities
      Human Learning
      Social Bases of Behavior

    - Educational Foundations

      Education of Exceptional Learners
      Instructional and Remedial Techniques
      Organization and Operation of Schools

    - Assessment
      Interventions (Direct and Indirect)

      Consultation
      Counseling
      Behavior Management

    - Statistics and Research Design
      Professional School Psychology

History and Foundations of School Psychology
Legal and Ethical Issues
Professional Issues and Standards
Roles and Functions of the School Psychologist

- o Orientation to the Educational Process
  - Programs shall employ a systematic and reasoned sequential plan to orient school psychology students to the educational institutions they will ultimately serve.
  - Programs shall provide students with a planned program of directed observations and participation in educational settings.
  - Programs shall acquaint students with roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams.
  - Programs shall familiarize students with available school and community resources.

Other Special Requirements

- o The program shall provide an active continuing professional development program for practicing school psychologists

III. RELATIONSHIP TO WORLD OF PRACTICE

Clinical and Field Based Experience

- o Doctoral programs shall include at least one academic year of predoctoral supervised internship experience consisting of a minimum of 1200 clock hours, at least 600 hours of which must be in a school setting.
- o A full-time continuous residency or an alternate planned experience is required for all doctoral candidates. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to those commonly associated with residency requirements for the doctoral degree.
- o A full-time continuous residency or an alternate planned experience is required for all Sixth-Year/Specialist candidates. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to those commonly associated with residency requirements for the Sixth-Year/Specialist degree.

- Sixth-Year/Specialist programs shall include at least one academic year of supervised internship experience consisting of a minimum of 1200 clock hours, at least 600 hours of which must be in a school setting

- Practical Experiences

  - Practica experiences shall be distinct from and occur prior to the internship.

  - Practica experiences shall occur at the time(s) appropriate to the specific training objectives of the program.

  - Practica experiences shall be of sufficient length of time to be appropriate to the specific training objectives of the program.

  - There shall be a direct and obvious relationship between the practica experiences and the objectives for which the practica are intended.

  - Practica experiences shall occur under conditions of supervision appropriate to the specific training objectives of the program.

  - Practica experiences shall be provided appropriate recognition through the awarding of academic credit.

  - Practica experiences shall be provided in settings supportive of the specific training objectives of the program.

  - Practica experiences shall occur with university involvement appropriate to the specific training objectives of the program.

  - Practica experiences shall be systematically evaluated in a manner consistent with the specific training objectives of the program.

- Internship Experiences

  - The internship experience shall be provided at or near the end of the formal training period.

  - The internship experience shall occur on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years.

  - The internship experience shall be consistent with a written plan and shall meet the specific training objectives of the program.

- The internship experience shall occur in a setting appropriate to the specific training objectives of the program.

- At least 600 clock hours of the internship experience shall occur in a school setting and shall provide a balanced exposure to regular and special educational programs.

- The internship experience shall occur under conditions of appropriate supervision. Field-based internship supervisors shall hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. That portion of the internship which appropriately may be in a non-school setting shall require supervision by an appropriately credentialed psychologist.

- Field-based internship supervisors shall be responsible for no more than two interns at any given time. University internship supervisors shall be responsible for no more than 12 interns at any given time.

- Field-based internship supervisors shall provide at least two hours per week of direct supervision for each intern. University internship supervisors shall maintain an on-going relationship with field-based internship supervisors and shall provide at least one field-based contact per semester with each intern.

- The internship placement agency shall provide appropriate support for the internship experience which shall include:

  (a) A written contractual agreement specifying the period of appointment and the terms of compensation.

  (b) A schedule of appointment consistent with that of agency school psychologists (e.g., calendar, participation in in-service meetings, etc.).

  (c) Provision for participation in continuing professional development activities.

  (d) Expense reimbursement consistent with policies pertaining to agency school psychologists.

  (e) An appropriate work environment including adequate supplies, materials, secretarial services, and office space.

  (f) Release time for internship supervisors.

  (g) A commitment to the internship as a training experience.

- The internship experience shall be systematically evaluated in a manner consistent with the specific training objectives of the program.

- The internship experiences shall be conducted in a manner consistent with the current legal-ethical standards of the profession.

Follow-up of Graduates

o The program shall engage in systematic efforts to evaluate the quality of its graduates upon completion of their programs of study and after they enter their professional roles. The evaluation shall include evidence of graduate performance in relation to stated program objectives.

Relationship with Field

o No provision stated.

IV. STUDENTS

Admission

o The program shall apply specific published criteria, both objective and subjective, for the admission of students to the program at each level.

o Program policy and actions shall reflect a commitment to multicultural education in the recruitment and retention of students with minority characteristics in terms of sex, race, ethnic origin and handicapping conditions.

Monitoring Assessment/Competencies

o The program shall apply a published selective retention process which includes clearly stated evaluative criteria and a time frame for the systematic review of the progress of all students.

o The evaluation criteria included in the selection retention process shall address the academic and professional competencies, as well as the personal characteristics appropriate for practice as a school psychologist.

Advisory Services

o No provision stated.

Completion of Program/Evaluation - Exit Criteria

o No provision stated.

Multicultural Groups and Persons with Disabilities

- Through multicultural education for all school psychology trainees, the program shall promote understanding of respect for, and responsiveness to cultural diversity.

- The program shall provide a plan to recruit, maintain, and promote the professional development of faculty with minority characteristics in terms of sex, race, ethnic origin, and handicapping conditions.

V. FACULTY

Qualification/Assignment

- Both Doctoral and Sixth-Year/Specialist programs shall be directed/coordinated by persons who hold the doctorate with specialization in school psychology and are certificated and/or licensed for the practice of school psychology in the state in which the program is located.

- The director/coordinator of both Doctoral and Sixth-Year/Specialist programs shall possess at least two years of experience as a school psychologist in an appropriate setting.

- Full-time faculty shall possess the doctoral degree in psychology, education, or a closely related discipline with a specialization supportive of their training responsibilities in school psychology.

- Faculty with responsibilities for field supervision in school psychology and/or teaching professional courses in school psychology shall possess at least two years of experience as a school psychologist in a school setting.

- Each full-time faculty member shall provide evidence of ongoing contributions to the field of school psychology through professional service activities such as writing, research, consultation, involvement with professional organizations, and/or field experiences.

- Part-time faculty shall meet the preparation requirements for appointment to the full-time faculty and shall be selected based upon their ability to make special contributions to the school psychology program.

- The faculty for each doctoral program shall include at least three full-time positions. At least two of the positions must be filled by full-time faculty who hold the doctorate with specialization in school psychology and who possess at least two years of experience as a school psychologist in a school setting. At least one

additional full-time position must be filled by a full time faculty member who holds the doctorate in a field which directly supports the program.

- The faculty for each Sixth-Year/Specialist program shall include at least three full-time equivalent positions. At least two of the positions must be filled by full-time faculty who hold the doctorate with specialization in school psychology and who possess at least two years of experience as a school psychologist in a school setting. At least one additional full-time equivalent position must be filled by full-time faculty who hold doctorates in fields which directly support the program.

- The program shall provide a plan to recruit, maintain, and promote the professional development of faculty with minority characteristics in terms of sex, race, ethnic origin, and handicapping conditions.

- In addition to teaching, supervision, advising, professional involvement and research or scholarly activities, faculty responsibilities may also include community service and administrative functions.

- Institutional policies shall provide for the allotment of sufficient time for faculty to engage in each area of responsibility.

- Institutional policy shall limit teaching and supervision of practica and internship assignments to a maximum of seventy-five (75) percent of the total faculty workload.

- Institutional policy shall provide for at least twenty-five (25) percent release time from other faculty responsibilities for the program administrator.

Faculty Load

- The faculty shall be sufficient to assure an average faculty-student ratio not in excess of 1:10.

Faculty Development

- Each full-time faculty member shall engage in ongoing learning relevant to his/her training responsibilities and shall provide evidence of continuing professional development in school psychology.

Faculty Evaluation

- No provision stated.

VI. GOVERNANCE

Relationship of Program to Institution

- No provision stated.

Authority/Autonomy

- No provision stated.

Structure and Administration

- No provision stated.

Planning

- The program shall have plans for its long-range development and the enhancement of its relationship to the profession of school psychology.
- The program shall engage in systematic efforts to evaluate the quality of its instructional offerings. Evaluation shall include consideration of student input.
- The program shall ensure representative student, faculty, and consumer participation in the evaluation of the school psychology program.
- The results of the program evaluation shall be used in the modification and improvement of the school psychology program.

VII. RESOURCES

Personnel;

- No provisions stated.

Fiscal

- No provisions stated.

Facilities

- The program shall ensure that adequate office, clinical and laboratory facilities, data and information processing facilities, supplies and equipment are available to and appropriate for the necessary demands of faculty and students in school psychology.
- The program shall provide reasonable accommodation for the special needs of handicapped students and faculty which is consistent with that provided for non-handicapped persons.

Library, Equipment, Supplies

- The library shall provide resources that are adequate to support instruction, independent study, and research relevant to school psychology.
- Through the library or a materials and instructional media center, pertinent films, videotapes, microfilms, and other media materials and equipment shall be accessible in support of the school psychology programs.

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